

HIGHLY TALENTED SCHOOL
 Principal, New Jersey

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Journalist, Reading

Exhibit 71
Standard Grades

A. Grades

Comments - Standardized to 5th grade
The grade level is on the back of each form.

<u>Grade</u>	<u>Level</u>
1 st	1, 2
Headroom	3
Pre-Primer [*]	4, 5, 6
Primer	7, 8
First	9, 10 - achievement test and 12
2 nd	11, 11
2 nd	13, 14 - achievement test and 14
3 rd	15, 16
3 rd	17, 18 - achievement test and 18
4	19 - 20 achievement test and 20
5	21 - 22 achievement test and 22
6	23 - 24 achievement test and 24
7	25 - 26 achievement test and 26
8	27 - 28 achievement test and 28

* 1957 Edition Pre-Primer was changed to 1, 2, 3, 4. There is no worksheet and the text is a write-in text.

Levels 1-12 - Test language development, Concept Analysis - 40-45 and Comprehension. This is started in kindergarten.

Level I

Stems phonemically end in vowel in oral, long. The base segment 'initialized' has a short vowel in initial position.

Representational

1. Nouns
2. Teachers' Office
3. Verbena and 787
4. Willie Rogers Books or Willie Rogers Books

Content Area Reading

1. Self-Improvement
2. Communication
3. Social Studies
4. Science - math
5. Fine Arts
6. Literature

Representational Objectives

Introduction - Start of unit

Read

Conclusion - thinking about something

The last question at the end of each conclusion is a writing question. The skill has previously been taught.

Remediation

The transitional problem from another level to this skill: "K" is not in skills, but in the words as they are taught.

Testing Process

1. Test advancing that every child have an Initial Placement Interview.
2. The Assessment Test is administered at the end of each level and will test all the skills taught at that level.

mastery = 1 out of 5 correct

Non-mastery - see prescription table in Teacher's Edition to find pages for skills not mastered.
Re-teach, Re-test

3. Achievement Test is administered at the end of the entire grade level. ex. 1st, 2nd, 3rd, 4th, etc.

4. Student Profile Card

Pre-test - optional

Post-Test - mandatory

Criterion for mastery (post-test)

75 - 80%

5. Lesson Plan

- a. Key + Priority Skills
Overview Skills
- b. Summary of Story
- c. Questions
- d. Comprehension Skills
Study Skills
Reading Skills
Language Skills

Concentrate on skills with the red box. Skills without red box are not tested.

or instructional strategy that works:

INTERVIEW
↓
ANALYZE
↓
ADVISE
↓
TEST
↓
MAINTAIN
↓
REVIEW

Lesson Plan continued -

- a. Introduce vocabulary (words appear in L2L - instructional vocabulary).
- Primary book - skills are in L2L.
- b. Reading for comprehension.
- c. Reading skill development.

Baselines is not a planning program, but has a planning strand. The program develops vocabulary.

B. Memoranda

I. Profile Card

- a. Place name of pupil and school in L2L. If pupil transfers, cross out former school and write new school. Be consistent always - use correct labels.
- b. Place date (or previous [optional] and post-test [mandatory]) on side of profile card. See notes under label.
- c. markers - class "+" in box.
Non-marking - lower box variable.
[unclear] + class "+" in box and date.

- d. Achievement Test - place corresponding to grade level.

2.0. Grading

2.1. Assessment Tests

- a. No differences in Forms A and B - only differ in skills as they are applied.
- b. May use Form A as pre-test and Form B as post-test.
- c. Pre-test optional.
Post-test - mandatory.
- d. Evaluation sheet is set as the front of the 1981 tests. The schools will receive a set of evaluation charts.
- e. Give the test in two sittings.
- f. Achievement Tests in the program - one for each level. Achievement tests are non-identical.

2.2. Achievement Tests

- a. The class the achievement test:

If pupils do not pass the grade level during the grade, the next teacher who completes the grade level test, administers the achievement test.

2.3. Responsibilities

The out-of-town pupils should take the comprehensive Assessment Tests. (3 sessions) The Teacher's Guide for administration is included in each test packet.

4. The secret of the Marian M Reading is in the evaluation system.

2.4. Final Model

Whole Story



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10

- 1

1

- 1

1

- 1

- 1

- 1

1

1